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The proceedings include workshop reports on the Nemeth Code for beginners, elementary mathematics, advanced mathematics, teachers of Nemeth, foreign language, braille music, Library of Congress, parents of blind students, 20 questions in braille translating, textbook format, proofreading one's own work, recording, thermoform, proofreading, resources, and administrators. The registration report, presentation of service certificates, and reports of resolutions and exhibits committees are included, along with conference information and a list of sponsors. (DF)

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NINTH NATIONAL CONFERENCE PROCEEDINGS

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Ninth National

CONFERENCE PROCEEDINGS

MAY 1967

SADDLE BROOK, NEW JERSEY

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NINTH NATIONAL CONFERENCE
May 4-7, 1967

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INTRODUCTION

These printed proceedings of the Ninth Conference of the National Braille Association, Inc. are presently available to persons interested in assisting in the preparation of materials for visually handicapped children and adults.

The Conference Committee is indebted to all the many volunteers who came forward and helped make our 'Ninth' a truly memorable meeting. On short notice, New Jersey was mobilized into action and from all reports the giant effort really paid off. The generous contributions, not only in time but in money, were greatly appreciated.

Special thanks are due S'Reve Bonoff, our past president, for her invaluable assistance. A very large thank you is due our Workshop Co-Chairmen who doubled as Conference Co-Chairmen. They were fabulous!

For those of you who did not attend the conference, we hope that these proceedings will in some measure make up for what you missed. However, the spirit of friendship and cooperation that prevailed is one that you would have to experience yourself. This was truly a working conference. There were no speeches! Our members went home richer for having participated in the many productive and stimulating workshops.

We were proud to have the attendance of 385 people from 25 states. Certainly, there is NO BETTER AVOCATION!

Mrs. Alvin A. Sobel,

Conference Chairman

P.S. A very personal word of gratitude to the fine group of people who worked so closely with your chairman. The job could not have been done without them.

REGISTRATION

On May 4-7, 1967 the National Braille Association, Inc. held its Ninth National Conference at Saddle Brook, New Jersey. Three hundred and eighty-five people registered. Twenty-five states were represented as follows:

California	8	Minnesota	7
Colorado	1	Nebraska	1
Connecticut	25	New Jersey	188
Florida	5	New Mexico	1
Georgia	4	New York	73
Hawaii	1	Ohio	6
Illinois	14	Oregon	5
Iowa	2	Pennsylvania	11
Kentucky	1	Texas	3
Maryland	4	Vermont	2
Massachusetts	6	Virginia	2
Michigan	6	Washington, D. C.	8

Ontario, Canada · 1

Registration Chairman, Mrs. Victor Miller, assisting Alice Levey from Toledo, Ohio.

Welcoming session showing Mrs. Alvin A. Sobel, Conference Chairman, and (left) Joseph Kohn, Executive Director, New Jersey Commission for the Blind, and Nathan Rogoff, Sight Chairman, Lions International District 16A, N.J.

GREETINGS FROM THE GOVERNOR

I AM HAPPY FOR THE OPPORTUNITY TO WELCOME MEMBERS AND FRIENDS TO THIS, THE 9TH CONFERENCE OF THE NATIONAL BRAILLE ASSOCIATION. MRS. HUGHES AND I THANK YOU FOR THE INVITATION TO JOIN YOU AND WE HOPE CIRCUMSTANCES WILL PERMIT US TO BE IN ATTENDANCE AT A LATER DATE. MAY YOUR CONFERENCE PROVE TO BE ENJOYABLE AND FRUITFUL FOR ALL THOSE PRESENT.

/s/ GOVERNOR RICHARD J. HUGHES

WORKSHOPS

NEMETH CODE FOR BEGINNERS

The lessons were developed upon the principle that an understanding of the Nemeth Code can best be achieved by starting with simple and familiar mathematical expressions and working gradually to the more complex. Rules were introduced, therefore, as they applied to the material of each lesson only; other aspects of the rules were introduced in later lessons where their application would be pertinent. The result was a considerable amount of repetition and review which might seem tedious to one familiar with the Code, but which helped the novice to learn the rules and made it unnecessary for her to refer to previous lessons for a "refresher." The more complicated subjects were presented piecemeal--an introduction in one lesson and a continuation of the subject in subsequent lessons.

Exercises were developed to illustrate the rules of each lesson and to call upon the transcriber to apply all that she had previously learned. These were of sufficient length to give adequate familiarity and practice in brailling various types of mathematical expressions without omitting any of the necessary steps.

Thirteen lessons were developed, and at the workshop most of the material of the first ten was covered. "Students" also had an opportunity to read "abbreviated" exercises from thermoform copy which they received.

The following is a resume of lesson materials. Each subject is listed according to the lesson in which it is first introduced, only:

Lesson One: Philosophy of the Nemeth Code, terminology, significance of Braille indicators, numerals and the numeric indicator, the punctuation indicator, restrictions upon use of contractions, the mathematical comma.

Lesson Two: Punctuation symbols, the omission indicator, the Roman-letter indicator, the plus and minus symbols of operation, the equals symbol of comparison.

Lesson Three: The multipurpose indicator, the cross multipication and division symbols of operation, the separation line, spatial arrangements for problems, ordinal endings, the apostrophe with the letter "s".

Lesson Four: Fractions and mixed numbers including the various fraction indicators and the horizontal and diagonal fraction lines, Roman numerals.

Lesson Five: Abbreviations of measurement and literary abbreviations.

Lesson Six: Decimals, symbols for $, % and ¢, ratios and proportions, subscripts and superscripts (continued in Lessons Seven and Eight), level indicators.

Lesson Seven: Fractions with words, the hollow dot as a symbol for degrees, representation of "primes."

Lesson Eight: Radicals and radical indicators (continued in Lesson Nine).

Lesson Nine: Type-form indicators and alphabet indicators, modifiers and modification indicators with modified expressions.

Lesson Ten: Shapes and shape indicators (continued in Lesson Eleven), spacing with symbols of shape, other symbols of comparison (continued in Lesson Eleven), spacing with symbols of comparison.

Lesson Eleven: Symbols for asterisk, paragraph, and section, the enlargement indicator and enlarged symbols of grouping, the binomial coefficient.

Lesson Twelve: Abbreviated scientific words and arguments.

Lesson Thirteen: Some miscellaneous mathematical symbols used in "higher" mathematics, the continued fraction, geometric drawings and geometric proofs.

ELEMENTARY MATHEMATICS WORKSHOP

Chairman: Mrs. Alfred J. Roberts
Consultant: Dr. Abraham Nemeth
Recorder: Mrs. Gerald Zuckerman

This workshop consisted of three sessions. The Friday morning session started after everyone introduced themselves. The workshop was told that the National Braille Association's training manual cannot be used for any questions or references pertaining to Nemeth Code. It was announced that this manual is being recalled, and the people who bought it will be notified.

The corrections to the code book were then presented and discussed. It was found that many people did not have copies of the Errata, and these were sold during the workshop. It is important to note that there are four additional corrections that are not on the present Errata list. These were also given to the workshop.

A discussion arose as to when a blind child should be taught the new code, since many of them are using books brailled in one of the old codes. Dr. Nemeth advised that the blind child should be taught the new code immediately. It was pointed out that all recent nationwide tests, and the Regents Examinations of New York State, are being transcribed in the new code. If the child has had no experience with the new code, he will have difficulty taking the tests.

Specific problems were asked, presented on the blackboard, and explained. These problems were current ones from various texts now being transcribed.

The Friday afternoon session started with the continuation of discussion of specific problems. Some of the problems discussed were: Negative numbers; Use and non-use of the punctuation indicator; Placement of decimal point above caret in long division; Non-alignment of decimal points and commas in spatial arrangements under certain conditions; Omission signs and use of shapes as omission signs; The problem of differentiating between mathematical text and literary text; Ellipses with signs of grouping must be clarified as to spacing; Aligning digits in spatial arrangements of fractions; Cancellation of numbers where one number is "Carrying" and the other is "Borrowing", and are shown on different levels; Format for numbering of problems; Format used when problems are numbered and lettered; Format used with problems in columnar form which will not fit across braille page; Spacing of spatial examples to conserve space. There were many more problems asked and answered, but it is not possible to include all of them here.

The Saturday morning session started with problems which arise when transcribing texts using pictures of objects: hats, bugs, trains, vegetables, animals, etc. Dr. Nemeth suggested using the shape indicator immediately followed by the name of the object. A discussion followed as to whether or not this technique would be difficult for a child to read, especially for one in the early grades. Scattered objects shown in a picture should be placed in linear form. Specifically placed objects should be shown as in print.

Surgical rubber, graph paper, compasses, spur wheel, and other tangible aids were discussed and how they can be used. Construction paper may be used because the texture of the paper is easily felt. Although paste-ons are sometimes used, it was pointed out that they are not always acceptable if master copies are put through thermoforming many times. The paste loosens and the paste-ons fall off.

Facing pages were discussed, and it was agreed that there are times when they are necessary. Sometimes examales are exceptionally wide, and facing pages must be used. Also, there are times when diagrams need the extra width provided by a facing page. The use of color in print texts was discussed. It was decided that more help on the use of color in braille tests should be made available to the transcriber.

It was agreed by all participants of this workshop that the sessions were not only helpful but that they clarified the rules of the code. A special "thank you" is sent to Dr. Nemeth for his inestimable help.

ADVANCED MATHEMATICS

The Advanced Mathematics Workshop of May, 1967 was held in three sessions, two on Friday and one on Saturday morning. Approximately 35 people attended each of the three meetings.

The instructor was Mrs. Joyce Van Tuyl. Alice Mann and Dr. Abraham Nemeth attended part of Friday afternoon, and all of Saturday morning. At this time Dr. Nemeth answered specific problems brought to the meetings by individual transcribers, and commented on those problems that didn't have specific answers.

Alice Mann announced that the Training and Reference Manual for Braille Mathematics is to be returned. It has been a very helpful and useful manual, but it contains much misinformation. Purchasers will be contacted by mail with instructions for return of the manual and refund of the purchase price.

Dr. Nemeth recommended that all paper be right adjusted when inserting it into the brailler. The extra fraction of an inch gained in the right hand margin helps make clearer thermoform copies and lessens the chance of the last braille cell being blurred and unreadable.

At the beginning of the Friday morning meeting we were given green mimeographed sheets containing 55 assorted types of mathematical expressions that give transcribers trouble. We were also given thermoform copies showing the correct way to transcribe these expressions. Most of these problem expressions are covered in the code book, but they still cause confusion.

The morning was spent discussing these problems, which included:

Arguments: spacing, grouping, and fractions.

Arguments and level indicators: cancellation of level indicator, dividing between lines, abbreviated words.

The letter indicator: before a single letter, abbreviations, capital and lower case letters in rows of tables or columns, and special type faces.

Friday afternoon we were given mimeographed sheets and thermoform copies containing more advanced mathematical expressions that have caused problems for transcribers. Dr. Nemeth commented on some of these problems, including:

Use of italics: with and without mathematical significance, and how to show them inside signs of grouping.

Logic: signs of comparison, spacing and symbols, runover rules, and division of expressions between lines.

Matrixes: spatial arrangement, runovers (keeping compact and in relative position), division between lines, matrixes too large for one page, and grouping symbols.

Use of: numeric indicators, guide dots in tables, and Roman letter indicator in text and single letters at top of tables.

Spacing of modifiers.

Signs of shape.

Spacing of chains and breaks for runovers.

Cancellation in problems.

Spatial arrangements too large to fit horizontally on a braille page, but which may be rearranged to fit vertically.

Transcribers noted: To indicate problem is continued on next page; to indicate a change of format; to alert student to conditions to a problem, that in print, are shown following the problem.

After Dr. Nemeth left, we continued with the green sheets from the morning session, discussing the following:

Symbols of grouping: determining whether to use mathematical or literary; use of contractions with grouping symbols; and special cases.

Contractions: when they may and may not be used; set notation.

Modifiers: use of level indicators - with superscripts and subscripts; multi-purpose indicator; and cancellation of level indicator.

Numeric subscripts: when and when not to use level indicator.

Saturday morning we finished up the green sheets from Friday with discussion of: superscript and subscript traps and ellipsis.

Dr. Nemeth discussed the following problems transcribers encounter:

Mathematical expressions with a right superscript followed immediately by one with a left superscript and a right superscript.

How to decide the use of, and braille, a black dot when its purpose is not clear in print.

Use of double or single caps in a series of abbreviations.

Omission indicator: use of mathematical or literary indicator; what to do if answer is mixed or if transcriber doesn't know the answer; are we giving students additional information by use of specific omission indicators?

Where and how to show conditions to a problem.

Use or non-use of parallel presentation of print.

Use of transcribers notes: to alert student to special forms or conditions that follow; to avoid giving a student delayed information; to explain differences between braille and print.

Superscript and subscript indicators: relation to base line, simultaneous superscripts and subscripts.

Error in printing the alternative form of the Greek letter phi in the Code book, page 127b.

Use of number sign in number groups such as Social Security Number.

To follow or not to follow print exactly: should members of an expression showing comparison or shape be spaced or not spaced when print omits space; should figures or numbers on the base line or superscripts or subscripts when the print isn't clear; are these things printers' devices or the authors' instructions?

Use of the multi-purpose indicator.

Use of literary or mathematical grouping symbols: are punctuation marks literary or mathematical expressions; use of punctuation indicator.

Is the effect of a level indicator terminated by a hyphen: is it a hyphen or a minus sign?

Modified expressions carrying superscripts - where to place: the modification indicator, the base line indicator, the level indicator, the termination indicator, and the modification symbol.

TEACHERS OF NEMETH CODE

Conducted by: Mrs. Ruth Peters

There were 19 people in attendance.

A sample lesson plan was distributed containing an outline of procedure for the day of the lesson, the lesson itself (superscripts and subscripts), Board Examples, Oral Exercises, a list of "Assigned Reading from Code Book" pertaining to the lesson itself, Homework Problems (with correct Braille copies), and a Review Test for Homework including all previous lessons. This was followed by a demonstration presentation, and it was emphasized that "Format" be incorporated in the lessons.

It was also pointed out that discards of Math books from County or City Boards of Education are a good source for factual examples of text material.

Participants were alerted to the potential problems in conducting mixed classes:

1. Resource Teachers: they should be required to do all homework assignments, not just audit the classes.

2. Blind Students: teachers were cautioned not to gear the class to these students, but possibly to braille the Board Examples in advance for them.

When work is being done for a particular student, conference with the teacher regarding the student's progress was deemed desirable (with discussion of transcription, etc.).

Proof-reading was discussed, with great disappointment throughout the group that no effort was being put forth for certification or encouragement in this field, as this would certainly be the best means of improving the quality of transcription. Proper proofing would involve the services of a sighted reader along with the proof-reader, and the cost at this point seems to be prohibitive. Volunteer monitors, either by telephone or in the presence of the proof-reacher was also brought up.

The suggestion that a "raised-line drawing kit" be made available by some agency was strongly endorsed, so that basic tools could be obtained through one source.

FOREIGN LANGUAGE WORKSHOP

The fifty-four members of this workshop had three main points of discussion:

I. Specific problems and examples from foreign language textgooks that have come to the Foreign Language Committee's attention. Some have definite answers but appear to be confusing to some braillists, while others raised questions that need further decisions from the Braille Authority. Mr. Bernard Krebs, Chairman of the Braille Authority, was at the meeting and gave rulings on many of the problems.

II. The 1966 Revision of the Foreign Language Manual.

III. The Workshop Kit prepared by the Foreign Language Committee.

Prefacing all the discussion, the Chairman emphasized that although there is more and more call for foreign language texts, transcribing of these books should be undertaken only by experienced braillists with a knowledge of textbook format. Knowledge of the language involved is not enough.

I. Specific Problems

The following are points that have definite answers in the Code but have been unclear to some braillists.

(Note: All references below are to the Code of Textbook Formats.)

"Numerous" notes - p. 114, Sec. 5.

A distinction should be made between notes that give translations and those that give other information. The translation notes should follow the format given on p. 114. Informational notes follow Rule VI, pp. 20-22.

Marginal notes

Differentiation between marginal notes and footnotes must be made. Use the note indicators given on p. 20, Sec. 20a (1) b. If there are only two types of note, the 1st and 3rd indicators may be used to save space. Be sure to include a transcriber's note.

The reference indicators, p. 22, Sec. 22 should be used only to show constant references.

Since punctuation must immediately follow a word, the note indicator must follow any punctuation, no matter how it is done in print.

Although there is no circumflex in Italian as an actual accented letter, the circumflex does appear infrequently in Italian texts and the symbols should be used.

Try to get conjugations, etc., on one page even if it means using abbreviations or omitting normally skipped lines. This is particularly possible at the college or upper high school level.

When dashes are used for conversation signs in languages other than Spanish, dashes should be written in Braille, not changed to quotation marks.

If, as in British books, St. for Saint is not followed by a period, add the

period for clarity.

Stressed Syllable Signs.

The signs on p. 49, Sec. 43a (2) indicate accent or stress within a word.

The signs on p. 41, Sec. 38 are used only for scansion and stress in poetry.

The following points are to be brought to the attention of the Braille Authority:

Some texts have voice inflection shown for phrases or sentences. A sample sentence in the Format Code, p. 116, would be a helpful addition to the single word examples. Also on p. 116, the addendum has corrected the example of separation, Sec. 7a to show the accented e, but the word is spelled hèros in French, not hèroes.

An addition to Sec. 29 on p. 28 is needed.

When a crossed-out (silent) letter appears in a word within a sentence, (rather than in a list) write the word in uncontracted Braille and then rewrite it in parentheses with a hyphen substituted for the crossed-out letter. A transcriber's note should explain this.

There was considerable feeling that contracting to, into and by before a foreign word could cause confusion to the reader. For example:
...preceded by ob and propter (Latin)
...this verb must always be followed by a. (French: a is the same as the English contraction for "of":.)

(Sentences to have the proper Spanish word substituted for the English phrase)
Don Quixote is going to buscar ... (The Spanish inverted exclamation point which precedes the first word of an exclamation is the same as the English contraction for "to".)

When a text is basically in a foreign language, all foreign words and letters follow the rules of full spelling and the use of special signs where they are needed. In either the footnotes or a solid paragraph mentioned, the English is to be fully contracted. If the occasional foreign word is italicized, the italics should be retained. However, it is to be emphasized that in English texts, all accented letters in foreign words must be indicated by dot 4, <u>never</u> using the foreign signs. Proper names are not considered foreign words in English texts and should be contracted.

The rule on p. 114, Sec. 3a on title pages of foreign language books was also stressed. Foreign signs are to be used in the title of the book only.

II. <u>1966 Revision of the Foreign Language Manual</u>

The portions of the Revision that were stressed were:

The dictionaries referred to on p. 2 are limited. Adequate vocabularies should be provided if possible. The Braille Book Bank may be able to supply these.

Foreign format for numerical punctuation must be followed, if present in the print, using the rule of new Sec. 9, p. 117 of the Textbook Format.

III. The Workshop Kit

The Workshop Kit was prepared to aid in teaching competent braillists with knowledge of textbook format to become skilled in transcribing foreign language texts. The Kits, consisting of instructions for an experienced transcriber as leader; problem sheets giving examples from actual textbooks in five different languages; and the problem sheets in Braille, were gone through with discussion and emphasis on the following:

It is particularly advisable to fill out Braille lines when doing numbered text lines.

Correct and consistent indenting is essential.

Special foreign symbols must be listed in each volume.

Conjugations and declensions should be set up in Braille in a standard way no matter how the print set-up varies.

All discussions and solutions of this group were based on these cornerstones:

Always follow the code.
Be uniform.
Use common sense, and realize that the reader will, too.

Chairman: Mrs. W. D. Earnest, Jr.
484 Grandview Avenue
Wyckoff, New Jersey 07481

Co-Chairmen: The Foreign Language Committee

Consultant: Mr. Bernard Krebs, Jewish Guild for the Blind, 1880 Broadway New York, N. Y. 10023

Recorder: Mrs. P. E. McCaskie
425 Ridgewood Road
Maplewood, N. J. 07040

BRAILLE MUSIC WORKSHOP

WORKSHOP LEADER: Mrs. Irving Schuman (Ethel); 2806 Glendon Ave., Los Angeles, California, 90064.

CONSULTANT: Miss Janiece Avery, Braille Music Specialist, Library of Congress, Division for the Blind and Physically Handicapped, Washington, D.C.

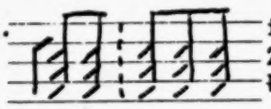
RECORDER: Mrs. Elmer Brown (Sylvia), 65 Edgar St., Carteret, N.J. 07008

BEGINNING MUSIC BRAILLE. After the Friday A.M. session, Mrs. Carolyn Odell offered to conduct a "crash" course in the fundamentals of braille music to those who had never been exposed to the music code. This group of five met during the Friday P.M. session, with three continuing on to the Saturday A.M. session. Using the PRIMER OF BRAILLE MUSIC, the rudiments of lessons 1-19 (omitting lesson 15) were covered. The group then rejoined the regular music workshop for the Saturday P.M. session, at least with some familiarity with the code and its language.

ADVANCED MUSIC BRAILLE

A. Covered (or touched on) In Code: Discussed/Clarified

1. DOTTED BAR LINE (sapce/dots 1,3/space): often used in inkprint to split up irregular count, such as 5/8--Do not line up vertically in all parts as in inkprint. For dotted bar line in measure involved with part measure in-accord:

Ex.  in braille: first voice/part measure in-accord/ 2d voice/section sign/space/dotted bar line/space/ balance of meas.

2. HAND SIGNS: notes belonging to LH, but appearing in RH parallel, must carry LH sign, and vice-versa.

3. IRREGULAR GROUPINGS (Reminder): Indicate presence of, to musician, whether or not they appear in print.

4. LIGHT DOUBLE BAR within measure, in combination with signature change: beginning meas/light double bar/dot 5/space/signature change/space/ finish meas. The signature change is lined up vertically in all parts.

5. MEASURE NUMBERS: allow 3 cells for 2-digit numbers, using cells 1 & 2 for digits, and reserving 3d cell for "measure-continuation" sign (dot 3); place 1-digit numbers in cell 2.

6. MUSIC ASTERISK: place before sign being noted; then place asterisk with explanation below line of 3,6's at bottom of page.

7. NUMBERED MEASURE REPEATS: Use number sign and dropped numbers. Do not use "count back and repeat" method. Avoid using this repeat for isolated measures--write out instead.

8. PARALLEL MOVEMENT of signle notes or chords. Used for intervals of full octaves only. (a) If one octave apart: in LH show 8th interval only; (b) If more than one octave apart; in LH show which octave and 8th interval; (c) if latter involves chords, in LH show octave sign for lowest note, and 8th interval.

9. "SHORT LINE SLUR OR SLUR BETWEEN STAVES" Definition: Stave to stave slur (Straight or curved slur which leaves one hand in one stave and leads to other hand in another stave). Reminder: in advanced music, it is helpful (besides showing it following 1st note affected) to show it preceding 2d note affected.

10. "SIM" (added): Requires minimum of 3 patterns. Place 5/ar/s/i/m/3 after first pattern.

11. TRACKER DOTS: must lead to something. Don't use just to fill up space.

12. AID TO MEMORY CHART ("PACKAGES")

REPEAT SIGNS: full measure	3 or more measures
RESTS: full measure	4 or more measures
DOUBLING of signs	4 or more times
SLURRED NOTES	5 or more notes
ADDED "SIM"	3 or more patterns
PARALLEL MOVEMENT	3 or more measures.

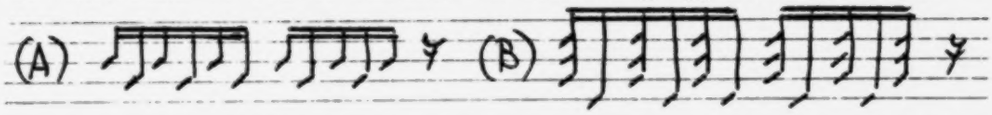
B. COVERED (or touched on) IN CODE: CHOICE FOR READABILITY

1. ENDING OF DOUBLINGS: end and begin again at major breaks in music, such as at rehearsal numbers (A), (B), etc.

2. REHEARSAL NUMBERS (A), (B), etc., (1), (2), etc.: Place at margin, leaving rest of line blank, with possible exception of word expressions.

3. WORD EXPRESSIONS: These refer to music immediately following or immediately below. If necessary, because of lack of space ON the parallel: (a) expression at beginning of music line may be placed immediately above, indented 2 cells from line-up of hand signs, with any carry-overs indented 2 cells further; (b) expression referring to music occurring anywhere but the beginning of the parallel, may be placed immediately above that music with tracker dots leading up to it, such tracker dots starting indented just beyond line-up of hand signs; (c) expression extending over many measures may be placed as in (a) closing with dots of continuation. At point where printed word expression ends, insert end of continuation sign.

4. GROUPING vs USE OF REPEATS in following type of situation:



A. preferable to write out, using grouping where applicable;

B. space-saving to use repeats within each group, showing notes in true value.

5. INEQUITIES IN COUNT: Complete count must be provided, even if not shown in inkprint. Add appropriate make-up rests, each preceded by dot 5. Also, for example, if dotted half note is tied across a measure in 9/8 time, a dotted quarter note may be added to make up the count. (Do not precede with the dot 5 in this case.) (See misprints: C4)

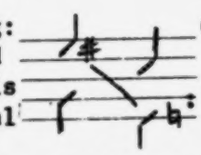
6. MOOD plus TIME/KEY SIGNATURES, ETC., appearing at beginning of the piece: Start in 3d cell with carry-overs in 5th cell.

7. RUN-OVERS within parallels: for measures with more material than can fit on one line, run-over is allowed if in one hand (not both). Indent carry-overs 2 cells, just beyond the hand sign in preceding line.

8. STEM SIGNS: The use of the in-accord is preferred, unless the results are cumbersome, e.g., if full count is provided for each voice, use in-accord; if only occasional stem is shown, use stem sign.

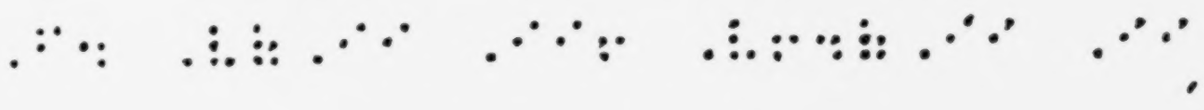
9. TIES in in-accord measures: Helpful to close AND then re-open with respective ties.

C. NOT COVERED BY CODE and RECOMMENDED FOR INTERIM USAGE AND TESTING:

1. CROSS RELATION such as the following:  (a) interject asterisk at end of text just before music and explain voice progression; (b) show in chord intervals using; (c) asterisk before accidental of note or interval involved.

2. HARMONY: (a) place on separate parallel; (b) line up chord identification under respective chord; (c) use single caps, not double, for all Roman numerals; (d) use dropped numbers with no number sign, reading print numbers from top, down as contrasted from figured bass reading. (e) allow no spaces within any given group.

F. V of II II_6 V^6_4 of II II



3. PAGINATION: for textbooks with portions of music - use textbook format for page indication; for correlation of (a) vocal and (b) accompaniment or of (a) Piano I and (b) Piano II, etc.:

   On line 1 (for print page 5, say): show 5/25/#/5 at beginning of line; title, centered; consecutive page # end of line.

   In body of page, show page turnover 5/25 in all parts where they occur (for piano, align vertically); at end of line containing this turnover, place number of new page, preceded by at least 2 blank cells (no number sign). All other lines must stop at least two cells short of right hand margin.

4. MISPRINTS: proven misprints must be corrected. It is suggested that a typed list for publisher, and braille list as preliminary page in transcription, be prepared listing all such corrections.

5. REPEATS INVOLVED WITH ADDED NUANCES: for measures repeated at length or for single measure immediately following measure of complicated structure. The following shows measure 32 repeated, in-accord with appropriate nuances and added rests. This is an adaptation of Par. 199, Music Code. #/low 3/low 2/126/345/ar/p/5/V/ar/f/5/U

6. UNUSUAL TIME SIGNATURES such as $\frac{4+3}{8}$, write (in parentheses): (#4 plus #3 over #8)

VOCAL

1. SLUR SIGNS: Reminder - signs for long and short slurs and for the bracket slur carry different meanings in vocal than in other music notation. Definitions: Bracket slur sign is used for vocal phrasing only (where each note, under the printed slur has its own word-syllable, even if only 2 notes are involved. Long or short slur signs (the 1,4's) are used for vowel slurs (where 2 or more notes under a printed slur belong to ONE vowel).

2. MULTIPLE SYLLABLES ON ONE NOTE: on WORD LINE (enclose syllables involved, in quotes); on MUSIC LINE (follow respective note with sign for number of syllables involved - same as fingering sign).

3. MULTIPLE NOTES ON ONE SYLLABLE: If on one braille line, the situation is automatically taken care of by the respective slur or tie. If on two braille lines (extending from parallel to parallel):

   Parellel 1: on WORD LINE: end with vowel involved, followed by literary hyphen;
   on MUSIC LINE: end with slur or tie (or both, as applicable)

   Parellel 2: on WORD LINE: open with literary hyphen and vowel involved;
   on MUSIC LINE: open with slur or tie (or both, as applicable).

4. WORD REPETITION SIGN reminder: when this sign is used, the contraction for "in" may not be used at beginning or ending of any word, or alone.

5. PAGINATION (see pagination section, C3, above). Remember: page turnover appears in each part where it occurs: (1) in vocal (word and melody lines) they are not aligned vertically; (2) in accompaniment (melody, RH, LH lines) they are aligned vertically.

6. POPULAR MUSIC: 4-line parallel may be used (if words are to be shown together with music); 3-line parallel (if words are to be shown separately). Example: line 1: measure number; 2-cell skip; words to given measure. Line 2: 1-cell skip beyond above measure number; voice sign; music to that measure. (This line omitted if same melody is carried in RH). Line 3: RH sign under voice sign; music to that measure Line 4: LH sign under RH sign; music to that measure.

7. CLASSICAL OR POPULAR MUSIC: If more than a total of 6 transcribed pages are involved, two volumes are recommended:

   Vol. 1: (for soloist) containing line-by-line disposition in 2-line parallels. Words and music are not aligned according to measures.

   line 1: words at margin (if measure numbers are used: measure number at margin; 2-cell skip; words following).

   line 2: music starting in cell 3.

   Vol. 2: (for accompanist) containing bar-over-bar disposition, in 3-line parallels.

   line 1: measure number at margin; 1-cell skip; voice sign and music showing notes, slurs, ties only;
   line 2: RH sign under voice sign;
   line 3: LH sign under RH sign.

8. FOLK SONGS OR CHILDREN'S SONGS (suggested): line-by-line, same as other vocal music, with following modification: Parallels may be based on poetry line; words may be aligned with respective music measure. Second, third, etc., verses appear in poetry form below words and music.

9. Reminder: WORDS ABOVE - in solo music; WORDS BELOW - in choral music.

LIBRARY OF CONGRESS

Mr. Robert Bray was unable to attend because of budget hearings in Washington, D. C. Mr. Charles Galozzi, his assistant, served as chairman.

Mr. Galozzi opened the session by acquainting those attending with the where, why, what and how of the Library of Congress.

The Library of Congress, Division for the Blind and Physically Handicapped has moved to new quarters. The only change in the mailing address is a new Zip Code number, 20542. An invitation to visit was extended. The address is 1291 Taylor Street N. W., Washington, D. C. There is ample parking space on the roof.

Services are now available to any physically handicapped person unable to read ordinary print, such as anyone unable to turn pages in a book or hold it himself. Talking books and recordings are now available to such a person.

Experiments are being conducted with compressed speech on tape recordings to speed up reading time. Also a method of indexing such tapes is being worked on. One method being tried is to superimpose a high speed recording over a low speed recording. The text is recorded at 1 7/8 inches per second while the index is recorded at perhaps 30 inches per second. When the tape is run at fast forward, the only thing that will be heard is "Chapter Four" or "Page 99." When the tape is played at regular speed, the index cannot be heard at all.

Tape cassetts are also being planned which will contain up to 21 hours of reading on one cassett. Hopefully these will go into production within 18 months.

Volunteer tape recorders are contributing between 400 and 500 titles per year to the Library collection. The Library supplies a book of instructions to the recorder, one reel as a sample of good tape quality and a blank reel for the reader to make an audition on.

A Student Referral Center has been set up, mainly for the use of students in the Washington Metropolitan area. This is to coordinate the work of volunteer tape recorders and the students who need specific books taped.

All trial manuscripts sent to the Library of Congress are read at the Library by one of seven instructors. Regular books to be proofread are sent to certified proofreaders all over the country and not read at the Library.

Mr. Galozzi stated that the Library of Congress is unable to supply equipment such as Braillewriters or tape recorders to the volunteers. Suggestions from the floor were to contact local services organizations such as Lions Clubs for donations of equipment. Also some groups suggest that people give them equipment in memory of someone dear.

The session was then opened to questions and problems.

Why are trial manuscripts returned? Mrs. Dorf explained that since many are incomplete stories, they have no value for circulation to hospitals, etc. Also, it is her feeling that the transcriber will learn from actually seeing the errors she made. It is preferred that textbook format not be used in trial manuscripts. Under special request they will be accepted.

A revision of the Transcribers Manual is being prepared. A teachers guide is being prepared to go with it.

To get a book to braille from the Library of Congress, the braillist need only write and ask for one. Please do not ask for a particular book. Books sent out to be brailled by the Library of Congress have been requested by some individual, or are selections needed by the Library to improve their overall collection.

The question of the number of cells to be used was raised. 38 cells for Library of Congress books. The lessons from the Transcribers Manual are designed for 37 cells. A minimum of ½ inch margin must be on the right hand side of the page. Always pencil in the page number just above the number in braille.

Volumes for Library of Congress should be 90 pages. This has not changed. Title pages (in braille) must be centered. The typed title page may however be blocked. A running head must be used for Library of Congress. This is absolutely necessary for the people at the bindery.

All volunteers should be receiving all Library of Congress publications. Just send your name and address to Mrs. Dorf and she will put your name on the mailing list. If you have any questions about the lessons or exercises in the Transcribers Manual, send them to Mrs. Dorf for clarification.

It is very important that the entire Table of Contents appear in the first volume of a textbook. This is not necessary in a library book.

There is no course of training for Sighted Proofreaders. However, a few Letters of Qualification have been issued in areas where no blind proofreader is available.

Library of Congress hopes to eliminate as far as possible, sending out Paperback books for transcription. However, some books are only available in paperback form. Any book from Library of Congress can be marked up, torn up, or taken apart to ease transcription. However, the print must be returned to aid the proofreader. It doesn't matter what condition it is in! A suggestion was made to take paperbacks apart and bind them in a spiral binding. This makes them lie flat.

Library of Congress pays their proofreaders 10¢ per page.

There is no solution at the present time to the problem of braille getting lost in the mail. There is just no way to trace them as "free matter" is not legally first class mail even though some post offices treat it as such. It was suggested to send them "Special Handling" to insure arrival.

The question of when the computers are going to take over the transcribers job was raised. Computers will eventually be worthwhile for materials needed in large quantities and at a great rate of speed, such as daily newspapers, but not for books in the foreseeable future.

Dr. Jacob Freid, in the audience, offered the suggestion to change the statement "nothing cheaper than a volunteer" to "nothing dearer than a volunteer".

On this note the workshop was brought to a close.

Chairman: Mr. Charles Galozzi

Consultant: Mrs. Maxine Dorf

PARENTS OF BLIND STUDENTS

When a college level textbook is unavailable in braille, sometimes with the cooperation of the teacher, another similar text can be substituted for classroom work. The student himself can do much to establish a good relationship with his teachers by showing a real interest in getting the assignments, etc.

Mobility training should be encouraged at as early an age as the student can handle it. Teachers will have much more respect and expect more from the student who gets himself to and from classes.

Students should be taught to report immediately to his teacher, guidance counselor or resource teacher when his supply of books or tapes are running out. He should never be encouraged to keep quiet when he is "running out of book." Also he should report if the quality of the work is not good.

Parents must not wait until the summer before college starts to prepare their child for the independence that will be necessary. This must begin very early in the child's life.

Social contact in high school should be encouraged, even if it means taking fewer subjects, and going to summer school to make up the credits. So many man-hours are necessary in studying for the blind child that he can very easily lose out on the extra-curricular activities so vital to every teenager.

Parents should not expect their child to be BETTER than other children in the class. He only needs to maintain his place in the class.

Children should be encouraged to pursue their own interests and to stick with it.

Parents must learn to let the child try to do things for himself. It is all too easy to just continue helping him. Better to stand back and make his own mistakes. This is how he learns.

The following are a few of the suggestions for physical activity and physical development:

a jungle gym in the backyard
weight lifting
Red Cross water safety course for the handicapped
gym classes should be attended
camping and hiking

get together with other parents of blind children of the same age and work out a program together
contact the American Foundation for the Blind for pamphlets to aid the child's gym teacher plan activities which will include him.
chinning bar in the home

When the student is going to college, parents should check his room to be sure he has adequate space for his equipment and study.

A lighter course than normal should be taken in the first year of college. This gives the student more time to make a good adjustment.

Be sure the student knows his college advisor.

Chairman: Miss Elizabeth Maloney

Consultant: Mrs. Alfred Breslauer

20 QUESTIONS

Many questions arose as to the number of pages in a volume. When to divide, as you go along, or wait until end; 90 or 100 or 110 pages? Some binderies have trouble with more than 100, some said more than 90 pages they pop open. Mr. Krebs said that if the bindery will only allow a certain amount of pages, it should be done according to that particular bindery's wishes.

Questions arose as to the number of cells to the line, 38 or 39? Mr. Krebs said, again, be governed by the agency for which you work. For the Library of Congress on literature, 38 or in an emergency, 39. Use 40 cells for text books. The Lighthouse can use only 38 cells. Use as many cells as a Thermoform will take, up to 40. Spiral binding 41. Special computer programming 41.

If a sentence begins "$10 was the price of the dress", is the capital sign to be used before the $ sign? Do not capitalize the symbol at any time.

What about irregularities in ink-print? Mrs. Dorf said that when there are irregularities in ink-print a note to that effect should be sent to the proofreader. Mr. Krebs said that in ink-print some things look nice but have no place in braille. If ink-print reads have, space, n't, don't do it. The transcriber should use good sense and conform to normal use.

What should the transcriber do when she is notified by APH that the book requested by the Library of Congress is in braille or is being brailled by someone? Do it. Mrs. Dorf said that if this happens it is because the Library of Congress has no copy of the book and wants one for their library collection. There may be many copies of the same book requested by different groups.

Someone asked about the point grading of manuscripts. Mr. Krebs answered there is one grading formula, "the accuracy of the braille transcriber". Some people do well under instructions but not good alone. How can you reduce the mark? You can't. He doesn't think the Library of Congress is too strict. Mrs. Stone thought the mark should be up-graded.

Should manuscripts be proofread by someone else before submitting to the Library of Congress? Mrs. Dorf said they should not be. But she feels that a teacher after going through the course should test the students and check the first part. The student should have some help with the trial manuscript. You can use the buddy system.

In the vocal sound SH-h-h-h should the termination sign be inserted, if only the first two letters are double-capped? Do not use the termination sign.

In the French word jou (which does not appear in the dictionary) should the ou be written out? It should not be contracted but when it becomes a proper name, Joujou, it should be contracted.

Do you need the letter sign in the following "Go to h- you darn fool." The letter sign must be used to indicate a letter, it is a warning signal that a letter is a letter.

How do you write a series of 6 dots or more that is not an ellipsis? Mr. Krebs said use the ellipsis no matter how many dots are used. Also, if you see four dots and the sentence is complete, write period, space, ellipsis; if the sentence is not complete, use ellipsis, period.

There was much discussion concerning mistakes in English in modern literature. Mrs. Dorf said, "You want the word to resemble as nearly as possible the original word in braille because it makes it more recognizable." Therefore in misspelling sence for since, use en, not ence. In depity for deputy, do not use ity because the i is taking the place of the u.

But, in Textbook Format there is a rule that in intentional misspelling contractions should be used. Example: sence misspelled for sense, use ence, because you do not want to give away to the student how the word is misspelled.

If an oblique stroke appears after a word instead of a mark of punctuation, such as Clarke/ what should be used? Use any dot or combination of dots in the right-hand part of the cell and write a note to the proofreader explaining what you have used in place of the oblique stroke. A transcribers note must be used, reading perhaps, "The diagonal stroke indicating punctuation is represented by --- in braille."

In an Index what should be used instead of an oblique stroke? Example, Fathers/early/Christian. Treat it as a broken compound word. Use hyphens. Fathers, hyphen, space, early, hyphen, space, Christian.

Where two lines of a rhyme appear on one line in print with an oblique stroke between lines, what do we use? Use poetry line sign.

Pictures: Omit pictures in general literature. If it is absolutely necessary to the understanding of the text to include it, describe it and use Textbook Format.

The title in double capitals may run from margin to margin on the first page and the page number is omitted, may we also omit the number of the first page on succeeding volumes? No, only the first page is permitted to be without a number in some transcribing groups; all other pages in the book must have a number.

"The complete title of a book must appear in double capitals on the first page of text." Should this not read on first page of each volume? Mrs. Dorf answered it was intended for each volume.

Do we drop italics and use only the quotes in the following: The message read, "He wrote the page."? No, use both quotes and italics for distinction. Use quotes instead of italics on a page where there is a blank line above and below a passage, or the passage is idented.

In a series of titles do not break italics when last title is preceded by "and the".

When poetry is in italics, drop italics. Poetry is always separated by blank line.

Is is necessary to retain any blank cells on the right in a Contents page when listing names of parts, no page number, that precede chapter with page numbers? Retain 6 blank cells on the right for numbers. Any text in between must not go to the margin.

When transcribing a book of short stories by different authors, do we put 'Edited by' on line 4 and 'name' on line 5? Yes.

In a double capital compound word such as "THE CASE OF THE H-BOMB" what should we use? Use letter sign, capital, H, hyphen, double capital, BOMB. Never double capitalize a single letter.

Follow ink-print in telegrams, all in double capitals.

Mrs. Dorf does not approve of the block form on a title page. Mr. Krebs agrees with her.

Pounds, shilling, pence, may not be divided at the end of the line.

Ed is a syllable only after a t or d, or double t and d.

When the complete foreign phrase does not appear in the dictionary use no contractions.

The last question was the perennial, "What dictionary may we use?"

Use: Webster's Collegiate 2nd edition or
Webster's New World Dictionary, College Edition,
printed in Cleveland

"20,000 Words" was planned for secretaries and is not a good reference for braille use.

Webster's 3rd Edition is not acceptable for braille use.
The paperback edition, New World, College Edition, is not acceptable.

Mrs. Stone closed the session by saying "We have had some exciting questions, thank you all."

Chairman: Mrs. Theodore Stone

Consultants: Mrs. Maxine Dorf

Mr. Bernard Krebs

TEXTBOOK FORMAT

The tone of the workshop was set immediately by Mrs. Stone in her opening remarks. "Some of these problems can only be answered by the Braille Authority, but after that, I hope you will all enter into the discussion because that's what makes a workshop different from anything else. I feel we all came here to learn, those who feel some of the questions are too elementary, please remember you were a beginner at one time yourself. We will get more out of it if you all participate."

If the lesson reads, "the short sound of e in eggs," do we spell out the double g in eggs; "the short o sound in ostrich;" "the ow sound in south"? (ref. Textbook Code Appendix A, p. 57, sec. 5)

Use no contractions in sentences like these. If the sentence reads "sound of a letter" you must not use contractions. Following much discussion Mr. Krebs clarified the answer by using the example, "find the n in strong" if you use the ong contraction, how can the student find the n?

"Find the words in this list that sound like 'cuff', regardless of their spelling. (including tough, enough)." Also, "say the italicized word to yourself, if the word has the ks sound, write ks, if gz sound, write gz; " an animal cannot exist without food". "The doctor will examine the man." You use contractions because you are dealing with a different principle. (than the previous question)

In the lower grades, if the ink-print reads "which of the blue letters is silent in the word gate? The a and e are blue. Use the accent sign before the blue letters with a transcribers note. Include a note to the proofreader stating that you are using the dot 4 for the color.

Discussion followed, questioning whether children who know the accent sign would become confused? Why not use the color symbols? etc.? Mrs. Dorf commented: specify "dot 4" so that those who know the accent sign would not become confused. The color symbols are too long, too hard to read in the lower grades. Mr. Krebs added, if you have two or more colors, invent something using the righ-hand side of the cell. Look through the book to see if a u or w is one of the colored letters, if not, you may use dot 5, also. This is not an official Braille Authority ruling, just a suggestion.

In this speller several dictionary examples are used for entry words and the derivation symbol (<) is used to show root origin of the word. When talking about words in the text it is also used,

as "< L-(meaning Latin) porto". What braille dots are used to represent this derivation symbol? (ref. Page 22, sec. 22) Suggestion: Use dots 1-2-4-6 plus d for derivitive and r for root. All symbols used should be explained on the first page of each volume in which they appear.

After much discussion Mr. Krebs said, "ed" means, whatever follows me is a symbol." The object is to follow the text as closely as possible. You can't substitute words for symbols. A good rule to follow is, "if you see a symbol, use a symbol."

What do we use for the null article?

Ø Cherries are red.
He ate Ø red cherries.

Mrs. Dorf suggested that since the null article represents something which has been left out, in this case the article 'the', why not use the omission sign, the double-dash, with a transcribers note explaining that the double-dash has been used for the null article.

Of what value is the braille page number at the lower right margin? It is of great help in colating, binding, etc.

How do you number pages when tables in ink-print cover several pages? Covered in addendum.

How do you number unnumbered print pages? Treat the same as unnumbered note pages. They carry braille page number, no print number.

How do you show a break in thought when at the end of the page? If new page starts with a heading, don't skip first line. If no heading, skip first line.

In headings to be single capitalized, do we follow the publishers quirks and capitalize all words or do we follow good English usage and not capitalize unimportant words? Follow ink-print.

Why do we not follow print patterns in poetry? Style variations have no value to the reader. Follow poetry rule unless the student is to be told how the poetry is presented to the sighted student.

If there is a footnote after the Chapter heading, how do we treat this? Skip a line before footnote.

Headings: Which do you single capitalize and which do you double capitalize? Take your clue from the contents page. See what the publisher thinks is important, then study the entire book. Make notes in the front section of the book as to the double or single capitalization, skipped lines, etc. so that you will be consistant.

In modern programmed material, if the question is in one volume and the answer in another (or two others), what do you do? Always follow the print page numbers. Just be sure you have the right page numbers.

Answers to various questions:

Acknowledgements appearing on one page in ink-print should go in the last volume. Acknowledgements appearing throughout the book should be placed where they appear.

Numbered lines must appear on the right side even when in ink-print they appear on the left.

When centering pages that carry a running head, it is important to leave three cells on the right and three cells before the number. It is not necessary to center the head on the line as a whole.

Chairman: Mrs. Theodore Stone

Consultants: Mrs. Maxine Dorf

Mr. Bernard Krebs

HOW GOOD ARE YOU AT PROOFREADING YOUR OWN WORK?

Miss Williams said that it is becoming more and more important for all to proofread their own work as many agencies do not have adequate funds to hire proofreaders. Miss Williams, also, does not approve of sending out brailled work which is not professionally proofread.

She suggested that we proofread our braille after a sufficient pause so as to catch the errors more efficiently. Also check the format of books to be brailled carefully before starting so as to avoid redoing the book. She further advised that we check problem words and not to contract words unless absolutely sure of the pronunciation. If in doubt as to how to do it, don't start until you have checked with someone in your area.

Follow ink-print except where errors are very obvious. Punctuation in ink-print is to be followed exactly. All proper names should be contracted. Don'ts were: don't divide short form words; don't divide one-syllable words.

The participants were then given incorrect braille specimens to proofread. This proved to be quite a challenge with no print copy for reference. It was found that one incorrect letter in a word made some words unrecognizable.

Mrs. Bente explained that the material was taken from actual manuscripts with errors inserted. The group was given an opportunity to proofread a few paragraphs then Miss Williams would point out the errors line by line.

This large group worked enthusiastically.

Chairman: Miss Ruth E. Williams

Mrs. Richard Bente

RECORDING WORKSHOP

Chairman: Mrs. Annette O'Neill, Recording for the Blind, 215 E. 58th St., N. Y., N.Y. 10022
Mr. George Gore, New Jersey Commission for the Blind, 1100 Raymond Blvd., Newark, N.J.

A. Tape Quality

(1) Recording Room - Use baffles or screen around recording area or in a room with draperies, carpet, etc. Never sit directly facing a wall when recording, this causes the voice to "bounce" off the wall.

(2) Volume level and Position of Microphone - Neddle should be well into black area for good duplicating but should not go into read area. Voice should be kept natural - avoid impression of "reading at someone." Microphone should be held at the side of the face about 3 inches from the mouth, talking across it, for the best voice quality. The neck microphone was criticized because it was said to pick up body sounds, etc. But it was admitted that to hold the microphone for a long time is difficult and there were no valid suggestions as to how this could be done.

(3) Speed of reading should be at least 175 words per minute and preferably 225 words per minute - it was pointed out that we tend to listen faster than we normally talk.

There were several tape samples of excellent, good and unacceptable recordings.

It was stated that the Library of Congress, Division for the Blind and Handicapped, Washington, D. C. 20542 -- Att: Mr. Robert Bray -- will send a kit containing a tape giving samples of good recording plus a manual of instruction to any interested person who writes for it. It was stressed that the recorder should read ahead and familiarize herself with the material, being sure to consult dictionary for proper pronounciation. Foreign words or phrases should be correctly pronounced and also spelled for clarity. There are many paper back foreign language dictionaries available and libraries can be very helpful both in lending books or looking up special words.

B. Tape Identification

(1) Each reel should be identified by Reel Number, Track Numbers, Title, Chapters and Page Numbers, by recording and also on the face of each reel a strip of tape should carry the condensed information. In addition a separate sheet should be included in the box giving detailed contents of the reel. We were cautioned never to depend entirely on the sheet to provide the only identification since the sheet may become separated from the reel. Great stress was laid on the importance of identifying each reel of tape properly.

It was also recommended that after removing the 50 feet of tape from each reel (which takes 2 minutes and 40 seconds on a timer at 3-3/4 speed) a plastic leader tape - about 2 feet long - should be affixed

to the beginning of the reel and also at the end of the reel. This is helpful in the reproduction process and it is also suggested that identification of Reel and Tracks be written on this plastic leader.

On the enclosure sheet, it was suggested that the Title and Reel Number be brailled wherever possible - as further assistance to the reader.

(C) TRACK ANNOUNCEMENTS

(1) Timing on Tape - After removing the 50 feet, the recorder should leave one minute of silence at the beginning and end of each track. By noting the number on the counter at the end of the first track, it will be easier to calculate the minute of silence at the end, since the counter should be reset to zero at the beginning of each track.

Mr. Gore said the N.J. Commission orders 1,700 foot reels, then asks the recorders to remove the 50 feet. He said this is done because many tapes contain 1800-1900 feet which makes duplicating difficult due to the variance of tape length.

There are audio tape label guides which are used for marking locations on the tapes - these are both satisfactory and unsatisfactory for if one catches in the mechanism, the tape becomes badly fouled up. The counters on machines are not very accurate, especially when fast forward or reverse are used for rechecking.

(D) TEXT PRESENTATION

(1) Discussion about importance of announcing each page number: Mr. Gore who has recently returned to college, stated that he now realizes the necessity for page numbers for quick reference in his studies. Mention the page number at the point nearest the beginning of the page - e.g. at the start of the first sentence, or if the first few words of the sentence begin at the bottom of the preceding page, then just before the sentence is read.

Mr. Gore said he felt this information should appear even if a book of fiction is being recorded for a student, since frequently the student must write a paper on this type of book and needs the same reference opportunity.

(2) Footnotes, references, etc.
Two suggestions were made: (a) Read the text, noting the number of the footnote at each place. When the paragraph or page is completed, then read the sentence with its number and the footnote referring to it. Where there are numerous footnotes - some really explanatory and some of references, it was felt the recorder must use judgment as to the importance of the reference notes. Frequently the organization sending the book will indicate what may be omitted.

A comparatively short, single footnote is best inserted immediately as it occurs.

It was conceded that the footnote question has many answers. In some books, where footnotes are voluminous, it was suggested that a supplementary tape be used. In other books, if the footnotes seem very important to the understanding of the text, it might be better to read them before beginning the text - again the judgment of the recorder must be depended upon - the purpose of the recording being to present the text in its clearest form for the student.

So-called "pictorial books" - with little text and many pictures and captions - were discussed. Mr. Gore advised that such books be discussed with the sending organization, since it might be better to have them handled by the student's reader or teacher for the student's better understanding.

(D) TEXT PRESENTATION (cont'd)

(b) Specialized Texts: These texts should be handled by recorders either familiar with the subject or willing to put the necessary time to make the text interesting and clear.

Foreign language texts should be done by someone fluent in the language.

Where foreign names, words or phrases occur in an English text, the recorder should make special effort to obtain correct pronounciation and in addition spell the word or phrase. It was stated that there are many paperback editions of foreign language dictionaries - also libraries are very helpful both in lending and assisting with pronunciations.

Due to lack of time, many of the items on the Agenda were not touced upon, however, it was stressed throughout the discussion that dedication is required of a good recorder - even if it means special effort in the library, etc.

Mrs. Annette O'Neill, the Chairman, is in charge of Recordings for the Blind, 215 E. 58th St., New York, New York - 212 Pl-1 0860. She said she would be happy to be of any assistance.

It was emphasized emphatically that if a recorder received a book which for emotional, moral or religious reasons, she is unable to record, she should return the book. No changes or deletions must ever be made - the material must be recorded as it is read. We are not to censor, our responsibility is to record only.

THERMOFORM WORKSHOP

CHAIRMAN: Miss Elise Mueller
CONSULTANT: Mr. Robert Dasteel, President, American Thermoform Corp.
RECORDER: Mrs. Edward Mowerson

WORKSHOP: How to get better copy and how to keep machines in good repair.

Miss Elise Mueller conducted the workshop, assisted by Mr. Robert Dasteel of the American Thermoform Corp. There were 23 in attendance.

Miss Mueller asked for questions to start the discussion. These and their answers provide the following information:

Shellacking of pages is undesirable for masters which are to be thermoformed. Copy is better without it, as shellac reduces the porosity of the paper which is a factor in good reproduction. Almost unlimited copies may be made of a master without lessening the clearness of its dots. The company has done 2,000 copies as a test.

An older machine may operate faster than a new one. After six months use, some oxidation takes place which helps the efficiency of the machine.

A clear margin of 5/8" is an absolute necessity for clear reproduction of all dots.

Wrinkles on braillon copy are generally caused by insufficient heat, possibly because pump is turned off too soon. The pump button should not be pushed until oven has been pushed back, frame lifted, and copy peeled off.

Small diagonal wrinkles at the corners may be due to varying amounts of stress in the brailon sheets (created at the time of manufacture). Since they seldom come in contact with the brailled portion of the page, they do not usually present a serious problem.

If master is wrinkled there is no way to avoid wrinkled copy.

A brailon sheet may be re-used by turning sheet upside down a second time over master copy. It is not satisfactory when used a third time. Old brailon may be smoothed out by using plain cardboard instead of master page and running through regular process. This brailon is often useful to students for classroom use since it is quieter than paper.

An occasional hissing sound during operation may be caused by small particles of paper or dirt being sucked against underneath of perforated plate. This will clear itself shortly.

Static in brailon is caused by low humidity. One group reported using large steamers in the room to increase the humidity. Another suggestion was to place a strip of Christmas tinsel or shredded strip of aluminum foil across box of brailon being used, so that as sheet was drawn from box it would touch tinsel. Tinsel, in turn, must be grounded to radiator or such.

Brailon can be punched before thermoforming. Holes do not affect copy. Actually it is preferable to punching after copy has been made.

The pump need run for only one minute after machine has been warmed up for use, not five minutes as some of us have been doing. When shutting off the machine for the day, again one minute of pump running is all that is needed.

Mr. Dasteel then talked on the care of the machine, assisted by Mr. Alvin Sobel, who demonstrated.

The most important part of the machine is the motor-driven pump. There are small clearances in the pump veins. Corrosion, caused by moisture and heat, freezes these veins. This corrosion is prevented by lubrication. The pump running pulls oil through the veins and cancels the heat of the oven. Therefore, keeping oil jar filled is most important. There are three jars requiring attention: the front one for new oil, the middle contains two felt filters which should be cleaned regularly (Energine suggested) and replaced occasionally; and the back jar which has a filter and contains dirty oil and water, and should be kept clean. If machine leaks oil it is possible that the seal on the back jar is not tightened.

The track on which the oven slides should be kept clean and lubricated. Bearings may be cleaned if "dragging" persists after track is lubricated. Directions for doing this are in the new repair manual.

The gasket around the frame should be cleaned occasionally. Do not use "carbon tet" - rubbing alchol is satisfactory.

When questioned as to the possibility of having qualified repairmen in various parts of the country, Mr. Dasteel explained that while it is the hope of the company to do this in the future, it is not presently feasible. This is due to the high labor rate of qualified mechanics. To travel even a small distance to fix a machine involves so large a cost that it is still cheaper to send the machine to California for repair. Of course many parts for replacement can be sent with clear instructions for installing. The company makes every effort to send these as quickly as possible.

There are approximately 300 machines in the country today.

Again general discussion followed:

Mrs. Katherine McCoy of Jenkintown, Pa., showed pictures of counters installed on their machines to count pages as they are processed.

Embossed aluminum would reproduce but would not make good copy.

It is not necessary to place a blank sheet of brailon between the cover and the first page to protect the dots. Brailon dots are very sturdy. This brought a suggestion from Mrs. G. Farber of Omaha, Nebraska that should one ever desire to erase on brailon a woodburning tool may be adapted for this purpose.

The oven cannot be insulated any more than it is. In uncomfortably warm weather, a fan placed so that it blows across the machine may make operation more comfortable.

There are two sides to a sheet of brailon, one slightly shinier than the other. Some blind readers prefer the dull side for reading, especially for long periods.

The new machines have heat shields at the back of the frame. These can be purchased separately for older machines.

Miss Mueller thanked Mr. Dasteel and Mr. Sobel for their participation. Mr. Dasteel urged that we all feel free to send him our comments and complaints, as it is through these, as well as constant testing, that improvements will come.

WORKSHOP ON PROOFREADING

Mrs. Maxine Dorf of the Library of Congress opened the session with some general remarks:

"The proofreading of braille manuscript is not an easy task, nor is it one which can be performed rapidly. Reading for oneself is one thing--proofreading is quite another proposition. It is so easy to slide over mistakes. Perhaps the more quickly the mind grasps the sense of the text, the more easily mistakes are overlooked. In general, the habit of reading by context should be cultivated. Just as in sight reading the eye scans, so in ordinary touch reading the finger grasps words and phrases without stopping to examine each letter. In proofreading however, the finger must touch every character and every dot in it.

"Not everyone can become a good proofreader. The technical knowledge of braille which has been acquired from study is an essential beginning, but additional qualifications are necessary. One should have the equivalent of a high school education, know good English, orthography, punctuation, and correct form including modern innovations in print. One must also be observant of details, patient and resourceful, and have a good vocabulary acquired through much general reading. If, after a thorough and conscientious attempt, it is discovered that the work is too exacting and difficult, interests should be placed elsewhere.

"Very few blind persons, in the process of learning to read and write, learn braille by rule. This is why the prospective student is given the opportunity to study braille by rules through submitting a number of exercises from our Instruction Manual for Braille Transcribing. When it has been established that a student has a good knowledge of all rules, plus the ability to copy accurately, he is then given additional training from Instruction in Braille Proofreading.

"The Library of Congress offers two types of certification: an A Certificate and a B Certificate. The qualifications are the same; however, B Certification does not require that the student take training in making corrections in hand-copied material.

"The Library of Congress pays for proofreading at the rate of ten cents per page, and uses only proofreaders holding an A Certificate. We reserve the right to give proofreading to those who do the best work for us. Persons doing specialized proofing should, by all means, receive higher compensation."

Those attending the workshop were few in number, but the enthusiasm and interest were great. Participants came armed with many questions for discussion.

1. Can contractions be used in the plural forms of Anglicized phrases?

No. This is due to the fact that often plurals are formed by complete changes in the words, not the simple addition of s or es.

2. When two Greek letters are capitalized and written without space, is each letter preceded by the capital sign or is double capital sign used?

First use the Greek letter indicator followed by the double capital sign and then the two characters.

3. When it is necessary to insert the word continued in braille as after a chapter heading at the beginning of a volume, should it be capitalized; or abbreviated?

This is of minor importance. The transcriber, however, should be consistent in her presentation.

4. In plays, when the closing parenthesis is omitted after directions, should it be inserted in braille?

Directions are usually shown in a different type. In braille the variation in type is ignored, but parentheses must be used. Therefore, both the opening and closing parenthesis must be shown.

5. Should abbreviations which must precede numbers, appearing in titles, be capitalized?

No. Examples: dg90 WEST; mph60.

6. Can such words as O'Connor be divided after the apostrophe?

Even though this type of division would not appear in print, the O' represents a syllable, and thus a division can be made in braille.

7. What should be done in print combinations like antiG, antiH and antiN?

This is provided for in Section 11 of the Code. Insert a hyphen before the capitalized letter.

8. How should X-RAY be written when it is fully capitalized?

The letter sign and the single capital is placed before the x; after the hyphen precede ray by the double capital sign.

9. When parts of words are indicated in print by a line, may the rule in textbook format pertaining to the double dash be cited as covering *this situation?*

If only one letter of a word is given and the rest is shown by a long line, use the double dash next to the letter. Do not confuse this with the insertion of hyphens for each missing letter.

10. Occasionally in a book a dialogue is presented by starting the paragraph with the name of the speaker. In no other way does it take on the aspect of drama. Therefore, in these isolated instances, follow print by beginning the paragraph with the name of the speaker and continuing with runovers at the margin.

11. If a title page is done according to textbook code, is it safe to assume that the entire book is textbook format?

The two codes should not be mixed.

12. Is outerspace language to be considered foreign or dialect?

I think it is safe to say that coined words or "sound" words may be contracted where to do so is not confusing. Example: grok, grokked, grokking.

13. What is the number of cells per line that is required by the Library of Congress?

The Library of Congress prefers lines of either 37 or 38 cells in work under its sponsorship. The important factor to keep in mind is that we require a left-hand or beginning margin of one and one-half inches. There is nothing to be gained by a wide right-hand margin--one-half inch is sufficient.

Other questions were posed for which solutions have not been reached. It was agreed that proofreading by the transcriber would not only cut down on the work of the proofreader but that it would be of invaluable assistance to the transcriber. In closing Mrs. Dorf passed out some questions and answers on the textbook code, but there was not sufficient time for discussion of these.

CHAIRMAN: Mrs. Maxine Dorf
CONSULTANT: Mrs. Jean Hooper
RECORDER: Mrs. Ethel Earnest

REPORT OF WORKSHOP ON RESOURCES

Chairman: Mr. Carl Lappin, Director, Instructional Materials Reference for Visually Handicapped Children, American Printing House for the Blind, Louisville, Kentucky

Recorder: Mrs. Alfred F. Breslauer

The workshop on Resources met for one session on Saturday afternoon, May 6th. Fifteen persons, primarily teachers and administrators, participated.

Resources for textbooks, their location, reporting, distribution, and storage, was the subject of this workshop. It is apparent that the challenge to provide the most efficient system possible for nation-wide use of educational materials in braille, large type, disc- or tape-recorded form, is extended at a dramatically increasing rate to college level materials. This need is especially urgent for two reasons: first, because of the spectacular increase in the number of students requiring these materials, and which will continue for some years to come; and secondly, because these students, operating in their own behalf and without assistance from the structured secondary school setting, in obtaining their college course materials, will benefit substantially as the sources and avenues of distribution of these materials are improved and expanded.

One of the most promising instruments for the fulfillment of these needs is the Braille Book Bank of the National Braille Association, Inc. Mrs. Audrey Miller gave a history of the Book Bank and a general review of its purpose, scope, organization and future plans. The Braille Book Bank provides duplicated braille texts and reference materials in all fields above high school level to any blind person at a price as close as possible to that of the inkprint copy. The Braille Book Bank collection, now numbering about 175 titles, consists of master copies from which duplications are made when requested by individual blind persons. As new titles are requested and transcribed, these original transcriptions become the master copies which remain permanently in the book bank. It was pointed out that the Book Bank, in order to expand its services, accepts master copies of appropriate titles from individuals, and in exchange therefor, will provide that inidvidual a duplicate copy without charge. In this way the Braille Book Bank can grow more rapidly toward fulfilling its purpose.

Mrs. Miller explained generally the policies and procedures which have been developed for the operation of the Braille Book Bank, including pricing, record-keeping, cooperation with other services, publicity, etc. The fact that the Book Bank is now a structured, business operation, with guide-lines for the conduct of its affairs, is important in that it represents the transition from an ideal to a reality--and a reality with an enormous potential.

The Book Bank will grow and expand its service only to the extent it is known and used, and Mrs. Miller pointed out that every avenue of publicity be utilized to acquaint students and organizations with the service. The Book Bank does publish an annual catalog, with supplements as needed, of titles available. Also, all Book Bank titles are listed in the Central Catalog of American Printing House for the Blind in Louisville, Kentucky.

Approximately twenty-five volunteers work each week in the Braille Book Bank, presently housed in quarters donated by the Ridgewood, New Jersey Chapter

of American Red Cross. Mrs. Miller indicated that additional space would be needed in the near future for the operation of Braille Book Bank. Larger quarters also might make it possible for the Book Bank to consider operating a lending library--that is, a library of duplicated copies of texts and reference books no longer needed or wanted by individual students. It was agreed by all the participants that there is an increasing need for such a library, and undoubtedly a considerable number of books could be rounded up to stock it. At present, there is no central place where discarded braille college-level texts can be made available.

Mr. Carl Lappin then explained the role of the Central Catalog of American Printing House for the Blind as a resource facility. The Central Catalog is a card file listing of all reported textbooks in braille, large print, and recorded form. It includes completed titles and titles in progress of agencies, groups, and individuals producing materials for the blind student on a volunteer basis. The Central Catalog is a reference service only, answering inquiries regarding if and where particular educational titles are available. Mr. Lappin outlined briefly the steps in obtaining information from Central Catalog: if a particular title cannot be located in any of the printed catalogs, inquiry may be made of Central Catalog as to whether it is available elsewhere, giving title, author, publisher, latest copyright date, school grade level, and media. The master file of completed titles and titles in progress is checked, and a prompt reply is made regarding the availability of the book. Mr. Lappin pointed out that there is increasing cooperation on the part of transcribers and transcribing groups to report their work to Central Catalog, which has resulted in an extremely useful reference system.

The Central Catalog is now a part of the Instructional Materials Reference Center at APH, funded by an Office of Education grant. The main function of this new department at APH, under the direction of Mr. Lappin, is to locate, develop, evaluate and turn over to the production department, Educational Aids for the Visually impaired.

Not only will educational aids be located and evaluated, but user manuals will be written for each item produced under the new plan.

A print-out of the Central Catalog may be possible in the not far distant future.

The center is now compiling a central card catalog of educational aids now available from various sources, and a print-out of this listing is planned.

The Instructional Materials Center is on the move and will be requesting help from NBA members to furnish ideas for development.

WORKSHOP ON ADMINISTRATION

CHAIRMAN: Mrs. Helen Hubman
CONSULTANT: Mrs. Virginia Scharoff
RECORDER: Mrs. Herman Goldberg

The Session was called to order by Mrs. Scharoff, who then introduced Mrs. Hubman as Chairman. Mrs. Hubman graciously consented to chair the session in place of Mrs. Turkletaub who could not be present.

The Chairman opened the session by presenting ten points to be used as guidelines toward a successful administration, and Mrs. Scharoff suggested an eleventh. Outlined below are the eleven points and a brief synopsis of the discussion that followed each one as it was presented.

1. Recruitment
   a. Use the News Media -- radio, T.V., newspapers, etc.
   b. Personal appearances -- send speakers to meetings equipped with interesting displays and examples of brailled work.
   c. Carry a braille writer along when traveling -- it becomes a conversation piece, and creates interest among people who have never been exposed to this type of work.

2. Financing
   a. Money may be raised easily in various ways; i.e., by giving donations in memory or in honor of individuals, by illuminating Title pages, by soliciting funds from groups and individuals, or, in the case of Braille writers, they may be self-financed.

3. Selection of Personnel
   a. Personnel should be carefully screened, with much consideration given to physical and mental health of a volunteer.
   b. There should be a definite rotation of officers at the end of a specified term.
   c. Absorb braille "drop-outs" for administrative work.
   d. Write out Job Analyses, so that each individual knows exactly what her work will consist of.
   e. Issue Policy statements.

4. Teaching and Proofreading
   a. Issue a questionnaire to all prospective braillists, to determine their aptitude, this to be followed by a personal interview.
   b. Use the "Buddy System" in class -- have two students work together by doing each other's proofreading.

5. Your relationship to other Agencies
   a. Keep yourself well-informed with regard to the best sources of supplies
   b. Be familiar with all agencies related to your work.
   c. Obtain, from the Library of Congress, a reference book which contains the names, initials and addresses of all related agencies.

6. Meetings with a purpose
   a. Give reports
   b. Have a well thought out agenda

7. Do you give recognition?
   Individual groups have different ways of recognizing their volunteers; whether you use pins, certificates of merit, or any other form, the important thing is to give the honor wherever it is deserved.

8. Participation in other organizations for the Blind
   a. It is important to belong to other affiliated organizations, in order to keep up with current changes, and methods of operation.
   b. It was suggested that every newly certified braillist be given a gift of a one year's membership in N.B.A.
   c. Make the N.B.A. Bulletin a tool for the transcriber.

9. Keep lists of dates and events posted
   a. Every braille office, or meeting room, should post lists of all related meetings or events that braillists may be interested in participating in.

10. Keep Volunteers up-dated
   a. See that volunteers are supplied with all current addenda.
   b. Have work-shops to introduce new codes.
   c. Have refresher courses.

11. Imbue your members with enthusiasm
   a. It is the duty of a group chairman to keep her members alert and enthusiastic about their work--be generous with praise and diplomatic about criticism.

PRESENTATION OF CERTIFICATES OF ADDITIONAL SERVICE

Mrs. Lawrence M. Levine, Awards Chairman

At the banquet, May 6, 1967, during the Ninth National Conference of the National Braille Association, Inc., the following certificates were presented:

For five years of continuing service after receiving the diamond Distinguished Service Award:

Mrs. Moses Baum	Chicago, Illinois
Mrs. H. J. Brudno	San Mateo, California
Mrs. Leo Bruhn	Manning, Iowa
Mrs. W. H. Clare	Western Springs, Illinois
Mrs. W. B. Converse	Albuquerque, New Mexico
Mrs. Harold Factor	Chicago, Illinois
Mrs. Ira Hockenberg	Des Moines, Iowa
Mrs. Lawrence M. Levine	Cambridge, Massachusetts
Mrs. Saul Levinsohn	Great Neck, New York
Mrs. Herman Lichstein	Cincinnati, Ohio
Mrs. Charles Park	Long Beach, California
Mrs. Nat Schlossberg	Daytona Beach, Florida
Mrs. J. T. Sheeran	Brooklyn, New York
Mrs. Seymour Simon	Great Neck, New York
Mrs. J. Lester Sulkess	Woodmere, New York
Mrs. Therese Tallardy	Brooklyn, New York
Mrs. Benjamin Tankel	Minneapolis, Minnesota
Mrs. P. Richard Wexler	Clifton, New Jersey

For ten years of continuing service:

Mrs. A. B. Clark	Butler, New Jersey
Mrs. Edwin J. Wolf	Baltimore, Maryland

For fifteen years of continuing service:

Mrs. W. D. Earnest, Jr.	Wyckoff, New Jersey
Mrs. Raymond Harris	Albany, New York

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National Braille Association officers and directors as chosen by the Nominating Committee and elected for the term May, 1967 - 1968.

Mrs. Virginia Brooks Scharoff, President
Mrs. Helen R. Hubman, President-Elect
Mrs. Lawrence Levine, Vice President
Mrs. Herman Lass, Secretary
W. D. Earnest, Jr., Treasurer
Mrs. George L. Turkeltaub, Financial Secretary

DIRECTORS

Miss Janiece Avery	Mrs. W. B. Converse	Mrs. Ferdinand J. Mann
Mrs. Richard C. Bente	Mrs. W. D. Earnest, Jr.	Mrs. Leon H. Marks
Mrs. Edward Blumberg	Mrs. William Epstein	Ernest McIver
Mrs. Alfred F. Breslauer	Fred Gissoni	Mrs. Alvin A. Sobel
Mrs. Harold J. Brudno	Miss Marjorie S. Hooper	Mrs. Theodore Stone

MESSAGE FROM THE PRESIDENT

AND

INSTALLATION OF OFFICERS

This Installation of Officers and Board of Directors is very much like a "Hail and Farewell" ceremony. We hail the newly elected and welcome them to their new positions. By our very presence at this conference, we indicate our interest in the purpose of this organization, N.B.A., and also our desire to co-operate with those elected in furthering the purpose for which we were organized and the reason why we are growing.

As we say farewell to those who are leaving and have left through the years, we take this means of expressing our gratitude for their contributions to N.B.A., and, through it, to all those visually handicapped to whom we give service. Will they please stand so all can pay homage to them:

Mrs. George Crawford
Mrs. Julian Levi
Ray Morrison
Mrs. Victor Miller

and to our Past Presidents who are here:

Josephine Taylor
Georgie Lee Abel

and those, whose presence is still felt, though they are missing here tonight.

We know that this expression of appreciation is not needed by you, but it is to remind us of your dedication. We, also, know you will continue in the path you have followed which has given such value to those who are now taking office. You have been an inspiration and we know that those whom I now call forward can look to you for support and knowledge.

Mrs. Victor Miller, Election Committee Chairman, will you please give us the results of the ballot counting.

Will the new Board of Directors please step up to the podium. Your election is in recognition of the outstanding work you have done and indicates the appreciation of those you have served, your colleagues, students, and adults who have received your material in all media.

Will the new officers join us here on the podium. You have been on the Board of Directors or officers before, so are prepared by your knowledge and enthusiasm to hold office. We congratulate ourselves on your election.

We, also, congratulate Mrs. Crawford and her Nominating Committee for their dedicated and inspired service in choosing such as you.

We all wish you luck and success. Thank you and Godspeed.

Mrs. Helen Hubman - our first President-Elect, will you wear this corsage as our token of good luck. We know you will support and assist our newly elected President as you have supported those who have preceded her. Congratulations and welcome to the new job. We wish that the future will always be bright.

Virginia Scharoff - I am proud, Virginia, that I am privileged to install you into the office of President. As you must know, the presidency is the highest honor any organization can bestow on one of its members, an honor justly deserved by you. Steven Scharoff, will you pin this corsage for your mother, our new President. This honor, Virginia, accompanied by great responsibility, is one which we all know you are qualified to assume, as you have served your apprenticeship so well.

Presentation of N.B.A. Gavel:

Every person who has wielded this gavel has influenced the development and philosophy which has changed so much throughout the years. The key to the National Office and your gavel, Madame President.

Acceptance of Past President pin of N.B.A. presented by Mrs. Lawrence Levine:

Thank you, Helen. Such a simple phrase, but it means so much. I shall always wear this pin with pride. When I look at it, I'll be reminded of my tenure of office with happiness for my contact with you who served with me. I am joining a distinguished group of Past Presidents. How about it - past presidents never die, they just fall flat on their faces.

INSTALLATION ADDRESS

Mrs. Virginia B. Scharoff

Madam Chairman, Distinguished Guests, Members and Friends,

I suppose that everyone in the position that I am in now, wonders first, how he got there, and quickly thereafter, what he should do about it.

As to the first of these thoughts, I frankly cannot be sure, what those of you who are on the Nominating Committee did in selecting me. I myself could have thought of many others who might have been nominated for this post- - people with far more parliamentary skill and knowledge of association business than I have.

I tremble with fear and trepidation when I think of following in the footsteps of my predecessors who have nurtured the National Braille Association from a small working unit, to the truly national organization that it is today.

I am sure you know that I am deeply touched by this honor. I do hope, though, that in self-defense, there will always be a parliamentarian who will sit beside me at meetings with "Robert's" in hand.

My board and I are willing, eager and dedicated -- we will do our utmost, not only to maintain our present high standards, but to carry our banners to even greater heights, if that is possible.

I can think of no more fitting statement than that made by John F. Kennedy, when he accepted the nomination for the Presidency.

For purpose of acknowledging my election, may I paraphrase it?

"With a deep sense of duty and high resolve, I accept the Presidency. I accept it with full and grateful heart - without reservation - and with only one obligation - the obligation to devote every effort to maintaining the high ideals of the N.B.A.

As to the second thought, no sooner do I think "What shall I do about it," than do I think that now for the first time, no matter who of you may "holler on me" - you will have to put up with me until you have another election: This feeling of responsibility, however, of having to make decisions and pursue them, is made much easier when I remember the friends that I have made in our association, and how, over the years, our aims, our hopes, have been identical: to provide literacy and literature to blind children and adults wherever and whenever the material is not available to them in the medium needed.

Most of us have been or still are volunteer braillists, typists, or recorders. I, myself, began as one. I think that we are conscious of the dedication that is demanded of any transcriber offering his or her service over any long period of years. Our need to increase the numbers of volunteers, and to interest them in what we are doing as an Association, to find ways and means of offering inducements for them to join with us as members and friends, is a task which I shall lay upon myself, urging each of you to join with me in extending the influence of the NBA in work, with and for blind people.

In conclusion may I say that I do feel that no president of the NBA can be any more successful than the membership lets him or her be, and I am looking forward to calling upon each and all of you as problems arise, and suggestions are made to extend or improve our program in all parts of the country.

Many of yesterday's dreams have become today's realities, and other dreams have become definite plans for an early tomorrow.

With a heart full of good will to you all, thank you so much.

This inspiring invocation was addressed to the general membership by Mr. Gerald M. Kass, Assistant Director, The Jewish Braille Institute of America, Inc. on Sunday morning.

As the close of this conference draws near we call upon Thee, oh God, that through our eyes, minds, and hearts -- we may be Thy instrument in bringing the heritage of mankind to blind.

We thank Thee for the great opportunity to serve as soldiers in the liberation of mankind. For, none of Thy children are truly free until all their brethren are given access to the spiritual and cultural heritage that embodies the creativity, hopes, dreams and achievement of countless generations of Thy children.

O'God of Love, through these people of love who make up the National Braille Association we are able to begin to bridge the gap of light, dark and image that separates the blind from the sighted in their ability to integrate into cultures and traditions that are truly the birthright of all. These braillists believe that it is not enough to refrain from "placing a stumbling block before the blind" but rather they have chosen to serve, in the words of Job, as "eyes to the blind". We thank Thee for the candle of understanding that thou hast illuminated in our hearts that shall not be put out.

We recall that ancient seamen's prayer which a brilliant, vibrant leader of our nation recited each morning until but a few short years ago when he was taken from us -- "Oh, God, Thy sea is so great and my craft is so small".

Father in Heaven, we ask Thy divine inspiration and wisdom in building that craft on which so many of our brethren must embark to learn of the majestic height that can be reached in this life which is Thy glorious gift unto mankind.

Amen

NATIONAL BRAILLE ASSOCIATION, INC.

Madam President, the Resolutions Committee moves the adoption of the following resolutions:

WHEREAS we appreciate the effort of the Elizabeth Chapter - American Red Cross; Essex Chapter (Orange, Maplewood, Newark and FairLawn District) of the American Red Cross; Madison-Chatham Braille Association; Northwest Bergen Chapter - American Red Cross; Summit Area Chapter - American Red Cross; Woman's Club of Saddle Brook and the NBA Book Bank for sponsoring and organizing the workings of the 9th. National Braille Association Conference; and

WHEREAS the excellence of the Conference is due to the outstanding efforts of the Conference Committee consisting of Mrs. Alvin Sobel, Chairman; Mrs. Richard Bente, Co-Chairman; Mrs. W. D. Earnest, Jr., Co-Chairman; Mr. Carl Lappin, Co-Chairman; Mrs. Victor Miller, Registration Chairman; Mr. W. D. Earnest, Jr., Exhibits Chairman; Mrs. William Thompson, Hospitality Chairman; Mrs. Grace Gebauer and Mrs. Robert Maisch, Publicity Co-Chairman; Mrs. W. D. Earnest, Jr., Mrs. Virginia Scharoff, Mrs. Nathan Polk, Mrs. Herman Goldberg, Souvenirs Committee sponsored by gifts from Bell Telephone System; Dymo Industries; First National Bank of Passaic County; Howe Press; American Printing House for the Blind; International Business Machines; Lions Clubs of New Jersey; Trans World Air Lines; United Air Lines; the Craftsmen Printers of Clifton, New Jersey; The First Savings and Loan Association of FairLawn and to Mr. Allen Strong and his associates and employees of the Marriott Motor Hotel of Saddle Brook.

WHEREAS we are most grateful to Mrs. Donald Caulder for preparing the Braille Programs and to Mrs. Edward Mowerson and Mrs. Guy Frick for Braille Book Bank sample books.

WHEREAS we were inspired by the blessings of the Very Reverend Richard M. McGuinnes, Reverend Rea Cameron Ostic, Mr. Gerald Kass and Mr. Paul Thompson and by the Greetings from Mr. Charles Galozzi, Mr. Nathan Rogoff, Mr. Joseph Kohn and the honorable Jeremiah F. O'Conner; The Musical Interlude by Rose Rosett was thoroughly enjoyed.

WHEREAS beauty was added to our conference by the Artificial Centerpieces made by the visually handicapped children of the Junior Red Cross group at Elliott Street School of Newark, New Jersey, and their dedicated teachers.

WHEREAS we are most gratified by the fine exhibits from American Association of Instructors of the Blind, Inc.; American Foundation for Overseas Blind, Inc.; American Printing House for the Blind; American Thermoform Corp.; Keith Jennison Books; Guiding Eyes for the Blind, Inc.; Howe Press of Perkins School for the Blind; Industrial Home for the Blind Library; Jewish Braille Institute of America,Inc.; General Binding Corp.; Johanna Bureau for the Blind and Visually Handicapped; Library of Congress, Division for the Blind and Physically Handicapped; the 3M Company; National Society for the Prevention of Blindness; Project Braille; Recording for the Blind; Science for the Blind; Tactile Aids for the Blind, Inc.; Mrs. Alvin Kirsner; Ray E. Morrison and Janet Wise.

WHEREAS we appreciate the efforts of the Chairmen, Assistants, Consultants, Recorders and Hostesses of all of the Workshops; and

WHEREAS as we are constantly indebted to the conscientious and dedicated officers and directors of National Braille Association, Inc.:

NOW THEREFORE, BE IT RESOLVED that we extend our heartfelt thanks to all of those people for the excellence of this Ninth National Conference of National Braille Association.

Chairman: Carl W. Lappin, Kentucky

Lauraine Jackson, Illinois

Ethel Schuman, California

May, 1967

REPORT OF EXHIBITS COMMITTEE

W. D. EARNEST, JR.

In addition to the commercial exhibits, there were a large number of professional and volunteer organizations which presented displays of various materials in different media, or services offered. The exhibits section of the Conference continues to be an effective means of informing participants of methods, techniques, equipment, tools and aids in the production of educational materials for the visually handicapped person.

EXHIBITORS:

American Association of Instructors of the Blind, Inc.
Washington, D. C.

American Foundation for Overseas Blind, Inc.
New York, N. Y.

American Foundation for the Blind, Inc.
New York, N. Y.

American Printing House for the Blind
Louisville, Kentucky

American Thermoform Corp.
Pico Rivera, California

Franklin Watts, Inc.
Keith Jennison Books
New York, N. Y.

Guiding Eyes for the Blind, Inc.
Yorktown Heights, N. Y.

Howe Press of Perkins School for the Blind
Watertown, Massachusetts

Industrial Home for the Blind Library
West Hempstead, N. Y.

Jewish Braille Institute of America, Inc.
New York, N. Y.

General Binding Corp.
Union, N. J.

Johanna Bureau for the Blind and Visually Handicapped, Inc.
Chicago, Ill.

Library of Congress
Division for the Blind and Physically Handicapped
Washington, D. C.

3M Company
St. Paul, Minnesota

National Society for the Prevention of Blindness
New York, N. Y.

Project Braille
Needham, Massachusetts

Recording for the Blind
New York, N. Y.

Science for the Blind
Haverford, Pennsylvania

Tactile Aids for the Blind, Inc.
Des Moines, Iowa

Mrs. Alvin Kramer
Des Moines, Iowa

Ray E. Morrison
Skokie, Illinois

Janet Wise
New York, N. Y.

ACKNOWLEDGEMENTS

We list with appreciation the names of our sponsors:

American Printing House For The Blind, Louisville, Ky.

Bell Telephone System

Dymo Industries, Inc., California

First National Bank of Passaic County, New Jersey

First Savings & Loan Assn. of FairLawn, N. J.

Howe Press of Perkins School for the Blind, Massachusetts

International Business Machines, New York, N. Y.

Lions Clubs of New Jersey

Rotary Pen Corp., Kenilworth, N. J.

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